

# 5.

## Songs and Chants for Primary School



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### 1 | Why Use Songs and Chants with Children?

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- Children like songs.
- Songs are integrated into language
- In many countries songs are used to introduce or practice mother tongue with young children, so this is a medium that children are very comfortable with.
- Songs are easy to remember. Songs often include a lot of repetition that helps to make language memorable with.
- Songs are useful in practicing natural phonological features such as linking and weak forms.
- Children have energy and want to make noise. Songs will channel these natural inclinations positively.
- Singing is a happy and stress-free activity that will add to a positive classroom learning environment.

## 2 | **How to Choose Songs and Chants for Primary Students**

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Choose songs and chants that:

- Contain simple, easily understood lyrics.
- Link with a topic or vocabulary that you are studying in class.
- Are repetitive.
- Children can easily act out.

## 3 | **Presenting Songs and Chants**

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- Introduce the main structure found in the song/chant. Use pictures or actual objects whenever possible.
- Have the students listen to the song/chant. Do listening activities.
- Begin teaching the song/chant line by line. Say one line, then have the students repeat after you.
- Have the students read along silently with the text and then students can join in the recording. Repeat the song/chant several times.
- Divide the students into two groups. Group 1 chants/sings one line and group two chants/sings the next line.

## 4 | **Extending and Reinforcing the Language in Songs and Chants**

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- ‘Personalize’ the Songs and Chants.  
Students enjoy songs and chants more when they have created themselves. Whenever possible, substitute students’ real information in the song or chant.
- ‘Cloze’ the Songs and Chants.  
A cloze activity is one in which students have to fill in blanks or come up with a missing word or phrase. The activity can be done orally or in writing.
- Role Play and Movement with the Songs and Chants.  
Many learners can retain new language better when they associate movement with it. The class can do the movements together, or you can assign roles to particular students, who will then dramatize these roles while the rest of the class is chanting or singing.





## 5 | Do's and Don't's

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### Do's

- Learn it by heart yourself so you don't have to keep checking the words. Why?
  - so you'll look and feel confident
  - so students will feel confident
  - so you can look at your class and see how they're doing
  - so you can direct different groups, voices or motions
- Sing or chant it through once or twice first for students. Give them a simple task while they are listening – watching you do the actions may be a task in itself – you could be their best visual support!
- Do lead in activities to introduce topic of song or chant, to introduce important vocabulary.

### Don't's

- Don't over-teach as you may ruin the fun of the song or chant.
- Don't introduce too many new vocabulary items – 6 may be enough
- Don't choose a song unsuitable for the students' age group/level.
- Don't select a song you hate. It will show!
- Don't expect students to join in immediately.
- Don't do a song you can't remember the words of!

## 6 | Song and Chants for Primary Students

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### Songs and Chants for warm-up

#### \* Greeting Chants

- How are you doing? Fine.
- How's it going? Good.
- What's up? Not much! × 4

#### \* Hello Song

- Hello, hello, hello. What's your name?
- Hello, helo, hello. My name is ○○. × 2

- Hello, ○○, hello. ○○, hello.

### \* **Number Song**

- One, Two, Three, Four, Five, Six, Seven
- One, two, three, four, five, six, seven. × 2
- One, two, three. One, two, three.
- One, two, three, four, five, six, seven.

### \* **Rolling Rolling**

- Rolling, rolling
- Rolling up!
- Rolling, rolling
- Rolling down!
- Rolling, rolling
- Rolling sides!

### \* **Shut them open**

- Shut them open, shut them open, give a little clap
- Open shut them, open shut them, lay them in your lap
- Roll them, roll them, roll them, roll them, roll them just like this
- Wave them, wave them, wave them, wave them give a little clap

### \* **Reach for the Sky**

- Clap your hands, touch your toes
- Turn around and put your finger on your nose
- Flap your arms jump up high
- Wiggle your fingers and reach for the sky

### \* **Farmer Mcdonald**

- Farmer Mcdonald had many lambs
- Many lambs had farmer Mcdonald
- I am one of them and so are you
- So let's just sing along
- Right arm! Left arm!
- Right foot! Left foot!
- Chin up! Turn around! Sit down!

### \* **The Alphabet Song**

- A,B, A,B,C A,B,C,D,E,F,G A,B,C,D,E,F,G, H, I like English!
- A,B, A,B,C, A,B,C,D,E,F,G, H,I,J,K,L,M,N,O, I like English!
- A,B, A,B,C, A,B,C,D,E,F,G, H,I,J,K,L,M,N,O,P,Q,R,S,T
- Wow! I like English! I like English!
- A,B,C,D,E,F,G, H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V,W,X,Y,Z I like English!

## Songs and Chants for Language Practice

### B-A-Bay

- B (K, M, Z)–A b(k, m, z)ay,
- B(K, M, Z)–E b(k, m, z)ee,
- B(K, M, Z)–I b(k, m, z)idey b(k, m, z)i,
- B(K, M, Z)–O b(k, m, z)o,
- B(K, M, Z)idey b(k, m, z)i b(k, m, z)o,
- B(K, M, Z)–U b(k, m, z)u,
- B(K, M, Z)idey b(k, m, z)i b(k, m, z)o b(k, m, z)u, b(k, m, z)u.
- Come on now and sing along.
- It's not hard to do.
- Just pick a consonant and sing, with an A–E–I–O–U.

### The days of the week

- Monday, Tuesday,
- Wednesday, Thursday, Friday,
- Saturday and Sunday.
- The days of the week.
- Start each day with a smile.
- Make each day full of fun.
- So let's make each and everyday
- A very, very special one.

### It's cold

- Cold, cold, cold, cold. It is very cold today.
- It is cold. It is cold. Cold, cold, cold.

### Four Seasons

- Summer brings the sunshine.
- Fall brings the leaves.
- winter brings the snow.
- Spring brings many flowers.

### A Sailor Went To Sea, Sea, Sea

- A sailor went to sea, sea, sea
- To see what he could see, see, see
- But all that he could see, see, see
- Was the bottom of the deep blue sea, sea, sea.

### Can-Do-Kid

- I can. I can. I can. I can. I can.
- I'm a Can-Do Kid. Yes, I am. (X2)

- I can see the sunshine. I can smell a rose.
- I can tie my shoes. I can wriggle my toes.
- I can build a snowman with a funny nose.
- I can plant a seed and watch it grow.
- I can. I can. I can. I can. I can.
- I'm a Can-Do Kid. Yes, I am.(X2)
- I can paint a picture. I can read a book.
- I can tell the time with just one look.
- I can catch a raindrop in my hand.
- I can make a castle in the sand.
- I can. I can. I can. I can. I can.
- I'm a Can-Do Kid. Yes, I am. (X3)



## 🌀 Songs and Chants for Stories

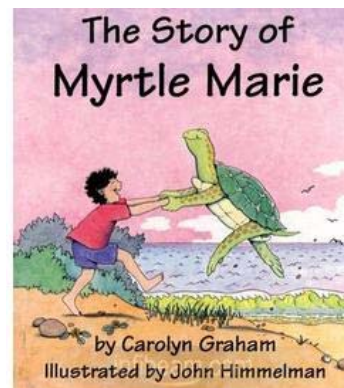
### \* The moon over the mountain

- Which, which, which moon
- looks like a round dish,  
(letter D/ little bow)
- Where, where, where are you?
- Over the mountain.



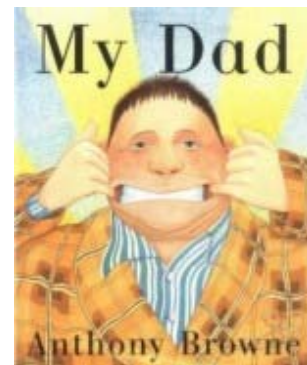
### \* The story of Myrtle Marie

- I found a turtle down by the sea.
- I took that turtle dancing with me.
- I named that turtle Myrtle Marie.
- I loved my turtle. Myrtle loved me.
- First she was happy. First she was glad.
- Then she got homesick. then she felt bad.
- She missed her mother. She missed her dad.
- Myrtle was lonely. Myrtle was sad.
- I took my turtle back to the sea.
- I said, "Goodbye, dear Myrtle Marie."
- I know that somewhere down by the sea,
- there is a turtle thinking of me.



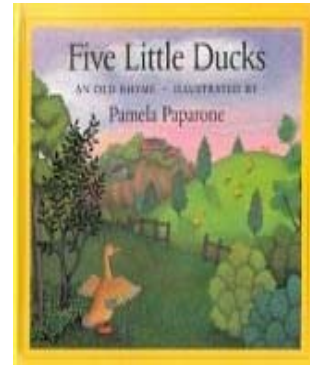
### \* Oh, my dear Dad

- Oh, my dear dad I do love you. × 2
- I love, I love, I love,
- I love ~ ~ ~ ~ ~.
- I love you my dear dad.



\* Five Little Ducks [www.youtube.com/watch?v=mLUV74hxa34&feature=related](http://www.youtube.com/watch?v=mLUV74hxa34&feature=related)  
[www.youtube.com/watch?v=D3ny3jru-mk](http://www.youtube.com/watch?v=D3ny3jru-mk)

- Five(Four, Three, Two, one) little ducks
- went out one day.
- Over the hills and far away.
- Mother duck said “Quack, quack, quack, quack.”
- But only four(three, two, one, none of the five)
- little ducks came back.
- Sad mother duck went out one day
- Over the hills and far away
- The sad mother duck said “Quack, quack, quack.”
- And all of the five little ducks came back.



### 🎵 Songs and Chants for Teaching Grammar

#### \* I see a duck

##### – Third Person Singular –

I ( ) a duck the duck ( ) me

I ( ) the ( ) and the ducks ( ) me.

Big green ducks 1, 2, 3

I ( ) the ( ) and the ducks ( ) me.

#### \* Hey big dog!

##### – Stop + ing Form –

- Hey big dog! Stop following( barking at, staring at) me.
- I'm not following you. Yes, you are. Stop following me.
- I'm not following you, girl!

#### \* An Elephant Is Bigger Than a Flea

##### – Comparatives –

- An elephant is ( ) than a flea.
- I said an elephant is ( ) than a flea.
- An elephant is ( ). An elephant lives ( ).
- An elephant is ( ) than a flea.
- An elephant is ( ) than a flea.
- Why? Because an elephant is ( ) to see in the dark.
- An elephant is bigger, ( ) ( ) ( ).
- An elephant is ( ) than a flea.
- A crocodile is ( ) than a fly.
- I said a crocodile is ( ) than a fly.
- A crocodile is ( ). A crocodile lives ( ).
- A crocodile is ( ) than a fly. A crocodile is ( ) than a fly.
- Why? Because a crocodile can smile and he can cry.
- A crocodile is ( ). He can even knit a ( ).



- A crocodile is (        ) than a fly. A crocodile is (        ) than a fly.

\* **mommy song**

- *imperative sentences* -

- Please hang your coat in the closet. I (     ).
- (     ) throw your socks on the floor. I (     ).
- Please put your books in the bookcase. I (     ).
- (     ) throw your things on the floor. Please (     ). I (     ).
- (     ) drop your things on the floor. I (     ).
- Please (     ). I (     ).
- Don't drop your things on the floor. I (     ).

## 6 | **Useful Websites for Songs and Chants**

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- <http://kr.kids.yahoo.com/eng/funsong.html>
- <http://babysong.co.kr/ENGLISHSONG..htm>
- <http://poetry4u.net/>
- [http://www.englishfork.com/song/index\\_02.php](http://www.englishfork.com/song/index_02.php)
- <http://jr.naver.com/english>
- <http://www.flashduck.co.kr/>
- <http://supersimplesongs.com/>
- [www.selfi.com](http://www.selfi.com)

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Carolyn Graham. 1995. Big Chants, Harcourt Brace & Company

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Melanie Graham and Stanton Procter. 2005. Sing Chant & Play. Moonjin Media

Yoosun Kang. 2002. Chants and Play. Moonjin Media

### REMEMBER...

Set a **GOOD EXAMPLE**

Provide children with **POSITIVE REINFORCEMENT**

**HAVE FUN** and **ENJOY** the experience of teaching  
young learners

**Good Luck and Happy Teaching!!!**



## 6.

# English Camps for Elementary School

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## 1 Introduction

In South Korea, the English language is something like a phenomenon. It has incorporated itself into an essential part of public school education, sparked many flourishing businesses, become an absolute requirement for job-seekers, and created thousands of jobs for foreigners. During your tenure as an EPIK teacher you will provide your students with an array of examples and ideas in English education that they may not otherwise have an opportunity to experience. While you will have many chances to expose them to unique and interesting ideas during class, the after-school and vacation English programs (English Club) will afford you a real opportunity to explore the vast arena of topics and ideas related to English education.

➤ Different schools will enforce different policies with regard to their after-school programs and camp programs. Those differences may be significant between different schools, districts, and grades.

## 2 Compare & Contrast

Your two main duties as an GET (Guest English Teacher) will be your school classes and your after-school/camp classes. It may be helpful to think of after-school and camp classes as “English Club”. The distinction between class-time and club-time helps to define the different teaching environments.

### ➤ Class-time

- During regular school hours
- 30–35 students
- Co-teacher present: you should have assistance with discipline, explanations, etc.
- Wide-range of English abilities

- Lessons need to be at a level that will allow all students to learn something new or use what they already know
- Students **must** be present

### **English Club**

- After regular school hours or during vacation
-